The purchase of this book allows its owner access to e-audio resource talks by Andrew Pudewa. See blue page for details and download instructions.

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Fix It! Grammar: Town Mouse and Country Mouse, Teacher’s Manual Level 2
Fourth Edition, January 2022
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Instructions

The list below shows the components to each Fix It! Grammar weekly exercise.

Although Mark It is listed before Fix It, the student may choose to Fix It first and then Mark It. This is acceptable because the Fix It! Grammar exercises are like a word puzzle. The goal is to complete the lists at the top of the student page for each passage.

Students should discuss their work with the teacher after working through each daily passage. However, older students may work with their teacher on a weekly basis. Students should actively be involved in comparing their work with the Teacher’s Manual. The repetition of finding and fixing their own mistakes allows them to recognize and avoid those mistakes in the future.

Fix It! Grammar should be treated as a game. Keep it fun!

Learn It! On the first day of the new Week, read through the Learn It section. Each Learn It covers a concept that the student will practice in future passages. Instructions for marking and fixing passages are included in each Learn It.

Read It! Read the day’s passage. Look up the bolded vocabulary word in a dictionary and pick the definition that fits the context of the story. Maintain a list of vocabulary words and their definitions. The vocabulary definitions are printed in the Teacher’s Manual.

Mark It! Mark the passage using the guide at the top of the daily practice page.

Fix It! Correct the passage using the guide at the top of the daily practice page. The Teacher’s Manual includes detailed explanations for grammar concepts and punctuation in each daily passage.

Rewrite It! After marking, correcting, and discussing the passage with the teacher, copy the corrected passage on the lines provided or into a separate notebook.

* Copy the corrected story, not the editing marks.
* Indent and use capital letters properly.
* Copy the corrected punctuation.

Appendix I Complete Story Familiarize yourself with the story that you will be editing by reading the complete story found in Appendix I.

Appendix II Collection Pages Look for strong verbs, quality adjectives, and -ly adverbs in this book and write them on the collection pages in Appendix II.

Appendix III Grammar Glossary Reference the Grammar Glossary found in Appendix III of the Teacher’s Manual for more information about the concepts taught in the Fix It! Grammar series.
Additional Resource

*Fix It! Grammar Cards* are an optional product that will enhance the *Fix It! Grammar* learning experience.

*Fix It! Grammar Cards*

Thirty full color grammar cards highlight key *Fix It! Grammar* concepts for quick and easy reference.

For a more relaxed and entertaining way to drill and review grammar concepts learned, instructions for a download of multiple game ideas are included in the card pack. *Fix It! Grammar Cards* are beautifully designed and come in a sturdy card box for easy storage.

IEW.com/FIX-GC

On the chart below *Fix It! Grammar Cards* are listed in the order that the information is taught in this book. Some cards are not introduced until future books.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Fix It! Grammar Cards for <em>Town Mouse and Country Mouse</em> Level 2</th>
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<td>Preposition</td>
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<td>4</td>
<td>Subject-Verb Pair, Verb, Linking Verb, Helping Verb</td>
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<td>Conjunction, Coordinating Conjunction, Dependent Clause</td>
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<td>Adjective</td>
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<td>Interjection, Quotation</td>
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<td>Number Words and Numerals</td>
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<td>17</td>
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<td>18</td>
<td>Prepositional Phrase</td>
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<tr>
<td>20</td>
<td>#3 -ly Adverb Opener</td>
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<tr>
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<td>Run-On, Clause, Indefinite Pronoun, #4 –ing Opener, Commas with Adjectives before a Noun, Comparative and Superlative Adjectives and Adverbs</td>
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### Scope and Sequence

Week numbers indicate when a concept is introduced or specifically reinforced in a lesson. Once introduced the concept is practiced throughout the book.

<table>
<thead>
<tr>
<th>Week</th>
<th>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</th>
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### Parts of Speech

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### Commas, cont.

| Example | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| a, b, and c | 5     | 6     | 8     |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| who/which clause | 5     |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| that clause |        | 10    |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| noun of direct address | 12    |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| adverb clause | 13    |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| #2 prepositional opener | 10    |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| #3 -ly adverb opener |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |

### Clauses

| Type               | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 |
|--------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Who/Which Clause   | 5      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| That Clause        |        | 10     |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Adverb Clause      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |

### Homophones

| Homophone         | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 |
|-------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| To/Two/Too        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Its/It’s          |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Your/You’re       |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| There/Their/They’re |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |

### Other Concepts

| Concept            | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 |
|--------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Indentation        | 1      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Numbers            |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Subject-Verb Pairs |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |

### Stylistic Techniques

| Technique              | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 |
|------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Strong Verb            |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Who/Which Clause       |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Quality Adjective      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| -ly Adverb             |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Adverb Clause          |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| #1 Subject Opener      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| #2 Prepositional Opener |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| #3 -ly Adverb Opener   |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
## Vocabulary

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## Contents

### Weekly Lessons

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### Appendices

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- **Appendix III: Grammar Glossary**
Learn It!

Every word belongs to a word group—a part of speech. There are eight parts of speech. The first part of speech that you will learn is the noun.

Noun

A noun names a person, place, thing, or idea.

To determine if a word is a noun, test it:

- Can an article adjective (a, an, the) come before it?
- Is it countable?

Find It! Read the sentence and look for the words that name people, places, things, and ideas.

Mark It! Write n above each noun as shown below.

Timmy hid behind vegetables in the garden.

Article Adjective

The article adjectives are a, an, the.

A noun follows an article adjective. Sometimes adjectives (describing words) come between the article and its noun, as in the busy mouse.

Mark It! Write ar above each article.

A gray mouse hid behind an eggplant in the garden.
**Capitalization**
Capitalize the first word of a sentence.

Capitalize proper nouns.

The word *girl* is a common noun, but *Jenny* is a proper noun.
The word *country* is a common noun, but *England* is a proper noun.

*Fix It!* Place three short lines below letters that should be capitalized.

```plaintext
the country mouse named Timmy lived in England.
```

**End Mark**
Use a period at the end of a statement.

*Fix It!* Place a period at the end of each sentence.

Timmy loved his home.

**Indentation**
Notice that some sentences are indented. An indented sentence means that the sentence begins a new paragraph.

For more information about indentation, see page G-31.
In fiction (stories), there are four reasons to start a new paragraph:
new speaker,
new topic,
new place,
new time.
johnny, the town mouse, was born in a kitchen cupboard filled with assorted tins of spices.

assorted
various sizes, shapes, and kinds

---

<table>
<thead>
<tr>
<th>Capitalization</th>
<th>Johnny proper noun; first word of the sentence</th>
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<tbody>
<tr>
<td>End Marks</td>
<td>Use a period at the end of a statement.</td>
</tr>
<tr>
<td>Note</td>
<td>In this sentence town and kitchen are not nouns. They are adjectives.</td>
</tr>
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</table>

Rewrite It! Johnny, the town mouse, was born in a kitchen cupboard filled with assorted tins of spices.
Timmy, the country mouse, was born in a garden. It overflowed with vegetables.

Overflowed
filled with a huge quantity

Timmy proper noun; first word of the sentence
It first word of the sentence
Use a period at the end of a statement.
In this sentence country is not a noun. It is an adjective.

Timmy, the country mouse, was born in a garden. It overflowed with vegetables.
## Read It!

The two mice lived a long way from each other. An **adventure** brought them together.

## Mark It!

- 3 articles (ar)
- 3 nouns (n)
- 2 capitals
- 1 end mark

## Fix It!

- **adventure**
- exciting experience

## Capitalization

- **The; An** first word of the sentence
- Use a period at the end of a statement.

## Rewrite It!

The two mice lived a long way from each other. An adventure brought them together.
Rewrite It!

Read It!

It all started when Timmy traveled to town by mistake in a **wicker** basket.

Mark It!

1. article (ar)
2. capitals
3. 4 nouns (n)
4. 1 end mark

Fix It!

2 capitals

* **wicker**
  made of thin twigs woven together

Week 1

Day 4

**Judge It!**

- **Capitalization**
  - *It* first word of the sentence
  - *Timmy* proper noun

- **End Marks**
  - Use a period at the end of a statement.

Rewrite It!

It all started when Timmy traveled to town by mistake in a wicker basket.
Learn It!

Pronoun

A pronoun replaces a noun in order to avoid repetition. It refers back to some person or thing recently mentioned and takes the place of that person or thing.

There are many types of pronouns. The personal pronouns take the place of common and proper nouns. The personal pronouns in the table below are organized by number, person, and function.

Number means one (singular) or more than one (plural). Person means who is speaking (1st), spoken to (2nd), or spoken about (3rd). Function means the job a word is doing in the sentence.

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Mark It! Write pr above each pronoun.

Timmy traveled to town. It was busy with many people. pr pr 

He was scared of them and their noise.

Without pronouns to replace the nouns, this passage sounds strange.

Timmy traveled to town. The town was busy with many people. Timmy was scared of the people and the people’s noise.
Capitalization
Capitalize the personal pronoun *I*.

*Fix It!* Place three short lines below the personal pronoun *I*.

When the basket opened, *i* jumped out.

End Mark
Use a question mark at the end of a question.

*Fix It!* Place a question mark at the end of each question.

Did Johnny live in a fancy house?
### Read It!

The basket belonged to a **master** gardener, who lived in northern England. What did he grow?

### Mark It!

- 2 articles (ar)
- 3 nouns (n)
- 1 pronoun (pr)

### Fix It!

- 3 capitals
- 1 end mark

### Capitalization

- **The; What** first word of the sentence
- **England** proper noun

### End Marks

Use a question mark at the end of a question.

### Pronoun

- **he** replaces **master gardener**

### Note

In this sentence **master** is not a noun. It is an adjective.

### Rewrite It!

The basket belonged to a master gardener, who lived in northern England. What did he grow?
Read It!  

he grew vegetables in his garden and fruit in his orchard.

Mark It!  

4 nouns (n)  
3 pronouns (pr)  
1 capital  
1 end mark

Fix It!  

He grew vegetables in his garden and fruit in his orchard.

**Capitalization**  He first word of the sentence  
**End Marks**  Use a period at the end of a statement.  
**Pronoun**  He replaces master gardener  
his; his replace master gardener’s  
Week 6 students will learn that a possessive pronoun like his is a pronoun that functions as an adjective.

**Rewrite It!**  He grew vegetables in his garden and fruit in his orchard.

**orchard**  
land devoted to growing fruit or nut trees
### Read It!

each week he filled a basket with fresh **produce**.
then he set it by the gate

### Mark It!

- 2 articles (ar)
- 4 nouns (n)
- 3 pronouns (pr)

### Fix It!

- 2 capitals
- 1 end mark

---

*produce*
vegetables and fruits that are grown
or produced to be sold

---

### Rewrite It!

Each week he filled a basket with fresh produce. Then he set it by the gate.

---

### Capitalization

**Each; Then** first word of the sentence

### End Marks

Use a period at the end of a statement.

### Pronoun

- **he; he** replace master gardener
- **it** replaces basket

---

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### Read It!

on **certain** days a carrier came. he took the wicker basket to town on a cart

### Mark It!

- 3 articles (ar)
- 5 nouns (n)
- 1 pronoun (pr)
- 2 capitals
- 1 end mark

### Fix It!

- **certain**
  - agreed upon; fixed

---

**On certain** days a carrier came. He took the wicker basket to town on a cart.

### Capitalization

**On; He** first word of the sentence

### End Marks

Use a period at the end of a statement.

### Pronoun

*He* replaces *carrier*

---

**Rewrite It!**

On certain days a carrier came. He took the wicker basket to town on a cart.
Learn It!

**Preposition**

A **preposition** starts a phrase that shows the relationship between a noun or pronoun and another word in the sentence.

A prepositional phrase always begins with a preposition and ends with a noun or pronoun. The phrase may have adjectives in between but never a verb.

The noun or pronoun that ends the prepositional phrase is called the object of the preposition. When the object of the preposition is a pronoun, it will be one of the objective case pronouns: *me, you, him, her, it, us, you, them.*

**Memorize It!**  
**preposition + noun** (no verb)

**Find It!** Use the list below to find the prepositions in the sentence. Once you find a preposition, ask “What?” to identify the noun or pronoun that ends the prepositional phrase.

**Mark It!** Underline each prepositional phrase. Start the line under the preposition and end with the noun.

*Near the garden* Timmy climbed *into a large basket* that was filled *with vegetables.*

---

**Prepositions List**

- aboard
- about
- above
- according to
- across
- after
- against
- along
- amid
- among
- around
- as
- at
- because of
- before
- behind
- beneath
- beside
- besides
- between
- beyond
- by
- concerning
- despite
- down
- during
- except
- for
- from
- in
- inside
- instead of
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- like
- minus
- near
- of
- off
- on
- onto
- opposite
- out
- outside
- over
- past
- regarding
- since
- through
- throughout
- to
- toward
- under
- underneath
- unlike
- until
- unto
- up
- upon
- with
- within
- without

For more information about prepositions, see page G-8.

*Ask students to identify the prepositional phrase and explain how it follows the pattern.*

Near what? **garden**  
*Near the garden* starts with a preposition (near) and ends with a noun (garden). It has an article in between but no verb.

Into what? **basket**  
*Into a large basket* starts with a preposition (into) and ends with a noun (basket). It has an article and an adjective in between but no verb.

With what? **vegetables**  
*With vegetables* starts with a preposition (with) and ends with a noun (vegetables).

When to is followed by a verb, as in *to finish,* it is called an infinitive. It does not fit the prepositional phrase pattern because *finish* is not a noun or pronoun. Do not mark infinitives as prepositional phrases.
Capitalization
Capitalize days of the week and months of the year.
Do not capitalize seasons: spring, summer, fall, winter.

*Fix It!* Place three short lines below letters that should be capitalized.

On a wednesday that summer in june, Timmy ate peas.

End Mark
Use an exclamation mark at the end of a sentence that expresses strong emotion.

*Fix It!* Place an exclamation mark at the end of each exclamatory sentence.

Timmy was starving!
<table>
<thead>
<tr>
<th>Read It!</th>
<th>Mark It!</th>
<th>Fix It!</th>
</tr>
</thead>
<tbody>
<tr>
<td>**early one monday in april, timmy <strong>snuck&lt;br&gt;into the garden. the peas looked delicious</strong></td>
<td>2 articles (ar)&lt;br&gt;5 nouns (n)&lt;br&gt;2 prepositional phrases</td>
<td>5 capitals&lt;br&gt;1 end mark</td>
</tr>
</tbody>
</table>

**snuck**<br> moved quietly and secretly

---

**Rewrite It!**

Early one Monday in April, Timmy snuck into the garden.<br>The peas looked delicious!

---

**Capitalization**<br> *Early; The* first word of the sentence<br> *Monday; April; Timmy* proper noun

**End Marks**<br> Use an exclamation mark at the end of a sentence that expresses strong emotion.
there he sat with his mouth stuffed full of spring peas. The large meal made him drowsy.

drowsy
sleepy

there he sat with his mouth stuffed full of spring peas. The large meal made him drowsy.

There; The first word of the sentence
Use a period at the end of a statement.
he; him replace Timmy
his replaces Timmy's
Week 6 students will learn that a possessive pronoun like his is a pronoun that functions as an adjective. In this sentence spring is not a noun. It is an adjective.

Rewrite It! There he sat with his mouth stuffed full of spring peas. The large meal made him drowsy.
**Read It!**

<table>
<thead>
<tr>
<th>Timmy stretched his paws and <strong>stifled</strong> a yawn.</th>
<th>Mark It!</th>
<th>Fix It!</th>
</tr>
</thead>
<tbody>
<tr>
<td>timmy stretched his paws and stifled a yawn.</td>
<td>2 articles (ar)</td>
<td>2 capitals</td>
</tr>
<tr>
<td>where could he take a nap.</td>
<td>4 nouns (n)</td>
<td>1 end mark</td>
</tr>
<tr>
<td></td>
<td>2 pronouns (pr)</td>
<td></td>
</tr>
</tbody>
</table>

**Rewrite It!**

Timmy stretched his paws and stifled a yawn. Where could he take a nap?

**Capitalization**

- **Timmy** proper noun; first word of the sentence
- **Where** first word of the sentence

**End Marks**

Use a question mark at the end of a question.

**Pronoun**

- **his** replaces Timmy’s
- **he** replaces Timmy

**Note**

Week 6 students will learn that a possessive pronoun like his is a pronoun that functions as an adjective.
### Read It!

```
timmy noticed a basket beside the gate. he approached it without a sound.
```

### Mark It!

- **3 articles (ar)**
- **4 nouns (n)**
- **2 pronouns (pr)**
- **2 prepositional phrases**

### Fix It!

- **2 capitals**
- **1 end mark**

### Capitalization

- **Timmy** proper noun; first word of the sentence
- **He** first word of the sentence

### End Marks

Use a period at the end of a statement.

### Pronoun

- **He** replaces **Timmy**
- **it** replaces **basket**

### Rewrite It!

Timmy noticed a basket beside the gate. He approached it without a sound.
Learn It!

#2 Prepositional Opener

A **#2 prepositional opener** is a sentence that begins with a prepositional phrase. The first word in the sentence must be a preposition.

With great fear Timmy ran from the cat.

This sentence begins with a prepositional phrase (With great fear). It is a #2 prepositional opener.

**Mark It!**  Write 2 above the first word of a sentence that starts with a prepositional phrase.

2 In the kitchen the cook gave all the instructions.

2 In the large warm kitchen, the cook gave all the instructions.

2 During the sunny days in June, Timmy missed his garden.

If a prepositional opener has five words or more, follow it with a comma.

If two or more prepositional phrases open a sentence, follow the last phrase with a comma.

For more information about the #2 prepositional opener, see page G-42.

Pattern: preposition + noun
(no verb)

After students mark the sentence, ask them to identify the opener.

Each sentence is a #2 prepositional opener because each begins with a prepositional phrase.

Students will mark every subject opener and prepositional opener unless it is a question or a quoted sentence.

A third comma rule states if a prepositional opener functions as a transition, follow it with a comma. In this book students do not need to determine if a prepositional phrase is a transition.

Require students to copy the commas correctly when they rewrite the passages.
Read It!

after a few minutes Timmy, who didn’t want to upset his new friend, apologized

apologized
showed sorrow for having insulted another

Mark It!

1 article (ar)
3 nouns (n)
3 adjectives (adj)
1 prepositional phrase
1 who/which clause (w/w)
2 subject-verb pairs (s v)
1 opener

Fix It!

2 capitals
1 end mark
1 apostrophe

Capitalize After first word of the sentence
Timmy proper noun

End Marks Use a period at the end of a statement.

Adjective How many minutes? few
Which friend? new
Whose new friend? his The possessive pronoun his functions as an adjective.

W/W Clause

who didn’t want to upset his new friend describes Timmy

S V Pairs

Timmy apologized; who did want
The contraction didn’t includes both a helping verb (did) and an adverb (not).
To upset is an infinitive. It does not function as a verb.

Rewrite It!

After a few minutes Timmy, who didn’t want to upset his new friend, apologized.
poor Timmy was **miserable**. He didn’t fit in, and badly missed his home.

**miserable**
very unhappy

---

**Capitalization**
- *Poor, He* first word of the sentence
- *Timmy* proper noun

**End Marks**
- Use a period at the end of a statement.

**Pronoun**
- *He* replaces *Timmy*

**Adjective**
- What kind of Timmy? *Poor*
- The adjective *miserable* follows the linking verb and describes the subject (Timmy).
- What kind of Timmy? *miserable*
- Whose home? *his*
The possessive pronoun *his* functions as an adjective.

**-ly Adverb**
- Missed how? *badly*

**S V Pairs**
- *Timmy was, He did fit, missed*
- The contraction *didn’t* includes both a helping verb (did) and an adverb (not).

**Commas**
- Do not use a comma to separate two items connected with a coordinating conjunction.
- **PATTERN a and b did fit and missed**

---

**Rewrite It!**

Poor Timmy was miserable. He didn’t fit in and badly missed his home.
Read It!

after some thought johnny wisely advised
timmy to return in the gardener’s basket

Mark It!

1 article (ar)
4 nouns (n)
2 adjectives (adj)
1 -ly adverb (ly)
2 prepositional phrases
1 subject-verb pair (s v)
1 opener

Fix It!

3 capitals
1 end mark
1 homophone
1 apostrophe

Rewrite It!

After some thought Johnny wisely advised Timmy to return in the gardener’s basket.
until that moment Timmy hadn’t realized that he could go back. He joyfully cried, “Can I leave soon?”

**Read It!**

until that moment timmy hadn’t realized that he could go back. he joyfully cried, “can i leave soon”

cried called loudly

**Mark It!**

2 nouns (n)  
3 pronouns (pr)  
1 adjective (adj)  
1 -ly adverb (ly)  
1 prepositional phrase  
1 that clause (that)  
4 subject-verb pairs (s v)  
2 openers

**Fix It!**

5 capitals  
1 end mark  
1 apostrophe

**Capitalization**

- Until; He first word of the sentence
- Timmy proper noun
- Can first word of the quoted sentence
- I personal pronoun I

**End Marks**

Use a question mark at the end of a question. Place it inside the closing quotation mark.

**Pronoun**

he; He; I replace Timmy

**Adjective**

Which moment? that

The first that functions as an adjective inside of a prepositional phrase. It does not begin a that clause because it is not followed by a subject and a verb.

**-ly Adverb**

Cried how? joyfully

**S V Pairs**

Timmy had realized; he could go; He cried; I Can leave

The contraction hadn’t includes both a helping verb (had) and an adverb (not).

**Week 18**

**Day 4**

**Rewrite It!**

Until that moment Timmy hadn’t realized that he could go back.

He joyfully cried, “Can I leave soon?”
Fix It!
Grammar
Glossary

FOURTH EDITION
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